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AUTHOR Poresky, Robert H.
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ABSTRACT

This paper represents the second phase of a pilot project designed to evaluate the effectiveness of training and utilizing licensed home day care providers as subsequent trainers of potential or inexperienced day care providers. The second phase of the project involved the modification of the instruments used in Phase I, as well as the deletion of a self-concept scale and the addition of home observations and interviews in the assessment procedure. A pretest-posttest design was used to assess the quality of the day care homes, relevant attitudes, and general satisfaction with particular aspects of the delivery of child care services through home day care. Pretest and posttest data were obtained for 12 trainers and 23 trainees. Results indicated posttest increases in the quality of care provided in the day care homes. These increases, however, were primarily in the homes of the trainers rather than in the homes of the trainees. Results also indicated changes in the attitudes of the trainees in Phase II. In comparison with Phase I, Phase II included a higher proportion of trainees who were already licensed and certified. A higher dropout rate was also found for Phase II in comparison with Phase I. An analysis of the project indicated the need for further refinement of the evaluation instruments and additional consideration of the characteristics of the program trainees. The analysis also indicated the potential value of including some contact between the trainees and professional personnel. (BD)

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Evaluation Report of the Pilot Project to Evaluate Effectiveness of Utilizing Licensed Day Care Home Providers As Trainers of Potential Day Care Home Providers[1]

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Phase II

submitted October 1977

Robert H. Poresky, Ph.D.

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Evaluation Report of Phase II of the Pilot Project to Evaluate Effectiveness of Utilizing Licensed Day Care Home Providers as Trainers of Potential Day Care Home Providers

Robert H. Poresky, Ph.D.

October, 1977

Overall Project Design

The overall project design was to train licensed day care home providers so that the providers (hereafter called "trainers") could then successfully train the potential day care providers (hereafter called "trainees"). The evaluation component was charged with the responsibility of assessing the effectiveness of this training strategy. To fulfill this responsibility the evaluation component modified previously used instruments (see Phase I report), deleted the Tennessee Self-Concept Scale and added a sampling of home observations and interviews with trainers and trainees. A pretest-posttest design was applied to assess the gains in number and quality of the day care homes involved in the project. The instruments were designed to assess the day care homes, relevant attitudes, and general satisfaction with aspects of the delivery of child care. These were all self-report instruments completed by the child care providers in their homes at the beginning and the end of the training in Phase II of the Pilot Project. The home observation/interview focused on the quality of the child care environment and the trainers and trainees perception of the Pilot Program. Background information was collected via both the self-administered questionnaires and the home interview.

Instruments

The instruments used in the evaluation of Phase II were adapated from those used in Phase I. Based upon the objectives and goals of Phase II and the results of Phase I two self-assessment instruments were deleted, and a home interview/observation was added. The resulting package of evaluation instruments included self-assessment instruments and the home interview/observation instruments.

The following instruments were used in the pretest and the posttest. They were completed by the trainers and the trainess in Phase II and returned to the evaluation component by the Project Coordinator. These included the Background Information, the Satisfaction Scales, the Day Care Self-Assessment Instrument, and the Parent Attitude Research Scale. The Tennessee Self-Concept Scale and the Ideal Day Care Program Profile were deleted from the questionniare aspect of the evaluation of Phase II.

The home interview/observation instruments included some background infomation, the Group and Family Child Care Index, and The Training Interview.

Background information requested on the questionnaire included child care experience, licensing and certification status, education, age and the number of children cared for by the trainer and trainee.

The satisfaction instrument asks "How satisfied are you with. . . ." various aspects of providing child care. The respondents are asked to respond on a four point scale from very dissatisfied to very satisfied. Ten aspects of a child care provider's functioning are covered in this section and they are: child care home, children cared for, children's parents, child care training, daily schedule/program, child care income, assistance from Social and Rehabilitation Services, assistance from the Health Department, care provided and being a child care provider.

The Day Care Self-Assessment Instrument is based upon the Group and Family Child Care Inventory (Poresky, 1976). The Group and Family Child Care Inventory was developed from the Home Observation for Measurement of the Enviroment (Home) developed by Bettye Caldwell et al as a measure of the child's home environment and as a predictor of the child's later mental development. The value of this instrument in predicting later cognitive development is documented in the Bradley and Caldwell (1976) and the Elardo, Bradley and Caldwell (1975) studies where the scores on this observational instrument administered when the children were two years old were found to correlate with the child's mental development at age 4½ years. As measured by the Stanford-Binet intelligence test (Bradley and Caldwell, 1976) highest correlates with later intelligence were "provision of a appropriate play materials," "maternal involvement with the child" and "emotional and verbal responsivity of the mother". Scales with lower, but also statistically significant correlations with later IQ, were "opportunities for variety in daily stimulation", "organization of the physical and temporal environment" and "avoidance of restriction and punishment."

Items from the HOME were used in developing the Ideal Day Care Program Profile and the Day Care Self-Assessment Instrument used in the evaluation of Phase I. In Phase II the Ideal Day Care Program Profile was deleted and the Day Care Self-Assessment Instrument was revised and expanded to include nutritional information. The Day Care Self-Assessment Instrument used in Phase II consists of eighty-five (85) items arranged in two parts. The first part focusses on Materials and consists of 27 items. In this section the provider is asked "HOW MANY" there are of twenty-seven items in her child care environment. The items include both desirable and undesirable items and the responses range from "none" to "too much". The second part of the instrument focusses on Activities and consists of 58 items. The provider is asked "How often..."?

the listed activities occur in her program. The scale of responses ranges from "never" to "always".

Child care attitudes were assessed through the Parent Attitude Research Scale (PARS) developed by Cromwell (1968) and adapted from the Parent Attitude Research Instrument which Schaefer developed earlier. The Parent Attitude Research Scale was found by Henderson (1975) to be concurrently correlated with 24-month-old infant's mental development. The PARS was utilized in Phase I and is used in Phase II without alteration. There are twenty-five subscales of the PARS and a single summary total score.

Home interview/observations are an added aspect to the evaluation process in Phase II of the pilot project. During the home interview some additional background information is requested and the child care program in the home is discussed with the provider. In addition the interviewer maskes use of the opportunity to observe the functioning of the home during the visit. The information is coded on the Group and Family Child Care Inventory which was the basis for the Day Care Self-Assessment Instrument content. The Group and Family Child Care Inventory is based upon Bettye Caldwell's HOME and consists of nine subsections: provision of stimulation through equipment, toys and experiences (25 items); stimulation of mature behavior (12 items); organization of the physical and temporal environment (11 items); verbal responsibility of the caregiver (10 items); avoidance of restriction and punishment (9 items); pride, affection and thoughtfulness (14 items), caregiver's involvement with the child (6 items); masculine stimulation (5 items); and, independence from parental control (5 items). The nintey-seven items are checked "yes" or "no" depending upon the presence or absence of the specified materials or activities within the child care environment. Those items which are strongly age dependent are interpreted in an "age appropriate" manner when the child care environment is utilized by children beyond the preschool age range as is the case in after-school care.

The Training Interview is administered during the home interview/observation and it consists of eleven questions. The questions pertain to the training received by the providers and their evaluation of the training.

Data Collection and Sample

The project coordinator of the Wichita Child Day Care Association distributed the evaluation instrument to the trainers and trainees involved in the project. The coordinator also arranged for these materials to be returned indirectly or directly to the evaluation component. All data received by the time line date for data analysis is included in the following results.

Pretest data has been received from sixty-three individuals including thirteen trainers and fifty trainees. This respresents a loss of twenty-four individuals from the original listing of eighty-seven participants or a 28% loss from initial participants to those who submitted pretest questionnaires. The number of participants in the posttest reflects an even greater loss. Posttest data was received by the deadline from thirty-five individuals including twelve trainers and twenty-three trainees. This represents a loss of twenty-eight individuals from pretest to posttest (44% loss) and a loss of fifty-two individuals between the initial participants and those submitting posttest instruments by the deadline (60% loss). Six posttest questionnaires were received after the deadline and after the data went to the computer. The total number of participants actually competing the Phase II may be obtained from the Wichita Child Day Care Association staff. This report only reflects the data submitted in time for inclusion in this report.

Home interview/observations were conducted with twenty-three participants in Phase II, including twelve trainers and eleven trainees. These home interview/observations were conducted during the month of August, the last month of the

active training operation under Phase II. Posttest data has been obtained from twenty-one of those visited and allows a comparison between the self-assessment instruments and the interview/observation instruments.

Results and Discussion

All results are based upon the information submitted to the evaluation component by the trainers and trainees. With the exception of the home interview/observation data the information is self-report and provided by the providers voluntarily and with their informed consent. Table One gives the results in three columns. The first column gives the posttest averages for each variable based upon the data of the entire posttest sample, the posttest trainers and the posttest trainees. The second column of numbers gives the pretest data for those who returned posttest instrument listed for the posttest-pretest sample, the trainers and the trainees. The third column gives the averages for the initial participants in the study without distinction among the trainers and trainees. Most of the results will be presented only for the final participants.

Licensing and Certification: All trainers who were final participants were both licensed and certified. Sixty-four percent of the final participants were both licensed and certified at the pretest. This percentage gained significantly by the posttest when 91% of the final participants were both licensed and certified. This gain in number of licensed and certified homes is consistent with one of the primary goals of the pilot project.

Age: and Education: The average age of the trainers was about thirty-nine and the trainees averaged about thrity-two years in age. Both the trainees and trainers averaged about twelve years of formal education.

Number of children cared for: The number of children cared for by the final participants in the study was about five for the trainers and three-and-a-half for the trainees. Both groups showed a slight and non-significant gain in the

average number of children cared for between the pretest and posttest.

Satisfaction Instrument Results: This instrument employed a four point scale with 1=very dissatisfied through 4-very satisfied. No statistically significant changes were found in score on the ten satisfaction items. Generally the average scores were between 3.3 and 3.7. Among the nonsignificant changes for the trainer data were an increase in the evaluation of training, decreases in satisfaction with the children, the provider's homes, S.R.S., and the care they provide. Trainers showed a smaller increase in their evaluation of the training they received and their child care programs. The trainees showed no changes greater than two-tenths of a unit in either direction. The lowest score was given by both the trainers and trainees to the child care income question.

Day Care Self-Assessment Instrument: On the first part, Materials, a statistically significant gain was found for the final participant sample posttest data compared to both the final participant pretest data and also in comparison with the initial participant pretest data. The significant gain for the combined trainer/trainee data represents about a four percent increase in the score on the first part of this instrument. The trainers appear to have made more of a gain than the trainees. Similar results are found on part two, Activities, where the final participants in the posttest are showing statistically significant gains over both the final participant pretest group and the initial participants in the project. The gain is also significant for the final participant trainer comparison with the trainees showing a small increase.

The Total Self-Assessment Instrument scores show a statistically significant gain for the final participants in the pretest over both the final participant pretest data and the initial participants pretest data. The trainers data also indicates a statistically significant gain from the pretest to the posttest. The trainers had a 4.8 point gain (about a 6% increase) in comparison with a 2.1

point gain (about 3% increase) for the trainees. The smaller gain shown by the trainees was not reliable enough to attain statistical significance.

Attitude Instrument Data: Thirteen of the twenty-five subscales of the Parent Attitude Research Scale had statistically significant changes between the pretest and posttest data. The subscale and changes are given below and subscales not showing significant changes are not discussed. All scales are constructed so that a higher score is considered to be developmentally facilitating of a child's development when attained by a person providing care for the child.

Encrouraging Verbalization: Significant drops in the scores were found for both the trainers and trainees and the final sample of participants.

Fostering Dependency: A significant gain was found only for the trainers, indicating greater stress on independence.

Breaking the Will: Significant drops were found for the final sample and for the trainess, indicating greater acceptance of the child's expressions and less violent restraint of the child.

Restriction of New Experiences: Significant gains were found for the final sample, the trainers and the trainees, indicating a broadening attitude toward new experiences.

Authoritarianism: Significant gains were found for the final sample indicating a increased acceptance of the child's desire to learn.

Suppression of Aggression: Significant gains were found for the final sample indicating a broader acceptance of the child's aggression and self-defense.

Alienation from Authority Figures: Significants gains were found for the final sample, the trainers and the trainee, which appears to indicate a more positive attitude toward working with authority figures.

Equalitarianism: Significant drops were found for the final sample, the trainers and the trainees indicating a possible increase in their assertiveness and consequent reduction in attitude toward equality with children.

Ascendance of the Mother: Significant gains were found for the final sample, the trainers and the trainees indicating greater realization of shared responsibilities.

Concrete v. Abstract Thinking: Significant gains were found for the final sample and for the trainees, indicating a broader and more rational attitude.

Comradship and Sharing: Significant drops were found for the final sample, the trainers and the trainees indicating greater preference for acceptance and involvement in the lives of the children.

Family Goals: Significant gains were found for the final sample, the trainers and the trainees indicating a positive attitude toward planning for the future.

Judgement of Others: Significant gains were found for the final sample, the trainers and the trainees indicating interdependence with other people.

Total Score: Although there were numerical gains in the total scores for the final sample, trainers and trainees these gains were not statistically significant.

Trainer-Trainee Comparisons: On the Day Care Self-Assessment Instrument the gains of the final sample appear to be due primarily to the gains demonstrated by the trainers who generally had twice the numerical gain of the trainees. The gains of the trainees were not significant, but the gains of the trainers were statistically significant. The Satisfaction data did not reveal any significant difference or any clear indication of greater change in either group. Attitudinal changes were both positive and negative for both the trainers and the trainees. Both the trainers and the trainees showed six statistically significant gains and

the trainers showed three significant losses while the trainees showed four significant losses. A major difference between the trainers and the trainees is the retention rate of each between the initial participants and those final participants in the posttest. The trainers showed a ninety-two percent retention rate in comparison with the forty-six percent retention rate among the trainees.

Home Interview/Observation Results*

Twenty-three participants in the second phase of the pilot project were visited in their homes for the home interview/observations. Data on these participants shows an average age of thrity-five years and average education of twelve years. Four percent were single, seventy-four percent were married, four percent were divorced and seventeen percent were widowed. Seventy-eight percent were caucasian and twenty-two percent appeared to be non-white. Fifty-seven percent were members of a professional association at either the local, state or national level. They averaged five years of prior experience with a range of one-third through eighteen years. There anticipated future in child care averaged 6½ years with a range from one month to twenty years. The adult child ratio ranged from 1:3 to 1:9 with an average of 1:5. (See Table Two)

On the Child Care Inventory (Group and Family Child Care Inventory) the average scores will be reported in terms of the percentage of maximum attainable score on each subscale. Avoidance of Restriction and Punishment had the highest score with a 93% attainment followed closely by Organization of the Home (92%) and Verbal Responsivity of the Provider (90%). Stimulation of Mature Behavior averaged 84% and Provision of Stimulation and Independence averaged 74%. Lower scores were attained on Masculine Stimulation (70%) and Provider's Involvement with the Child (65%). The lowest percent score was found on Pride, Affection and Thoughtfulness with a 56% average. The Total Child Care Index score averaged

*LuAnn Hoover's assistance with the home/observation interviews is appreciated.

out to 77% with a wide range extending from 35% through 94%. These figures indicate a moderate level of functioning in the child care area with large individual differences between the high and low scores on the instrument.

During the interview the participants were asked about the training they received. Fifty-five percent received training directly from the Project Coordinator (they were trainers) and forty-five percent received training from the trainers. The reactions from those interviewed are combined in the following data. On a scale of four the average rating of the knowledge/experience of the person providing training was a 3.9. Similar very high ratings were reported for the trainer's knowledge of their needs and the information provided by the trainers. The person providing the training was reported to have gotten along very well with the recipient and to have been excellantly prepared. All the participants reported at least some improvement in their program as a result of the training they received. The most commonly reported helpful aspect of the training was the personal participation in discussions (23%) followed by the nutritional information and recipies supplied (18%) and guest speakers (18%). Other helpful aspects of the training are listed on table 3. Due to the small number of responses to the items requesting important topics not covered, areas needing more information, and other comments, these are not reported.

Comparison of Self-Report and Observational Results

Posttest data from the final participants was compared with the home observation/interview results to review their correspondence. Table Four is the correlation matrix between the Group and Family Child Care Index versus the Day Care Self-Assessment Instrument and the Parent Attitude Research Scale. The comparison of the observational measure with the self-assessment instrument indicates strong positive correlations between Provision of Stimulation and Materials, Activities and the Total Score (each significant at least the 0.05 level). No other correlations between the Day Care Self-Assessment Instrument

and the Group and Family Child Care Index were statistically significant.

The Total Score on the Parent Attitude Research Scale did not correlate significantly with the Total Score on the Child Care Index nor with any of its subscales. Scattered correlations between Child Care Index scales and the total score were found with selected attitude subscales. Child Care Total Score was positive and significantly correlated with the positive direction on Fatalism, Irritability, Alienation from Authority, and Family Goals. Caregiver's Involvement with the Child was significantly positively correlated with Fatalism, Irritability, and Family Goals. Pride, Affection and thoughfulness showed a significant positive correlation with the positive aspect of irritability and family goals, but negatively with equalitarianism. Verbal responsivity of the caregiver was significantly positively correlated with the positive aspect of fostering dependency, irritability, and ascendance of the mother. The other Child Care Index subscales had less than two significant correlations with PARS subscales. These results indicate a need to further refine both the home observation and the self-report scales to attain greater reliability and validity for both instruments. Prior to their use in a later phase of the pilot project both sets of instruments should be subjected to internal revision to increase their accuracy.

Comparison of Phase II and Phase I Results

A major difference between the two phases is the high proportion of Phase II trainees who were already Licensed and Certified. Although even more trainees Licensed and Certified by the posttest, the gain was not as strong as in Phase I when no trainees were Certified prior to training. Another major difference is the relatively high dropout rate in Phase II in contrast to Phase I. These differences reflect the need for more careful selection of trainees in the future. Perhaps some geographical areas have been saturated by Phase I, and now Phase II, and would not be prime areas for a third phase.

As in Phase I the primary gains in the quality of the child care provided appear to be by the trainers who showed significant gains on part two and on the total score of the Day Care Self-Assessment Instrument. The trainees showed smaller numerical gains which were not statistically significant.

Attitude changes were more evenly distributed in Phase II with both the trainers and the trainees showing changes in attitudes as reflected by statistically significant gains and losses on the Parent Attitude Research Scale. This is indicative of greater impact on the trainees than was found in Phase I.

Satisfaction score were generally more positive in Phase II than Phase I.

Summary and Recommendations

Phase II of the Pilot Project to Evaluate the Effectiveness of Utilizing Licensed Day Care Home Providers as Trainers of Potential Day Care Home Providers demonstrated gains in the total sample involved in Phase II. However, these gains in the quality of the care provided were primarily in the homes of the trainers rather than in the homes of the trainees. Attitudinal changes were transmitted to the trainees in Phase II indicating the potential for this type of program. Analysis of the instruments indicates a need for further refinement of the self-report and the home observation instruments. A major concern is the status of those entering the program as potential day care home providers. In Phase II most of these were already Licensed and Certified and many dropped out prior to the end of the program. Since the greatest gains were made by the trainers who had direct contact with professional staff an alternative program might try to generate local professional support to new providers through existing child care associations.

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Poresky
3 October 1977

Table 1

Assessment Results

Variables	Final Participants Posttest	Final Participants Pretest [a]	Initial Participants Pretest [b]
Number			
Sample	35	35	63
Trainers	12	10	13
Trainees	23	25	50
Baseline Data			
Licensed			
Sample	94%	75%*	76%**
Trainer	100%	100%	
Trainee	91%	64%*	
Certified			
Sample	94%	76%*	64%**
Trainer	100%	100%	
Trainee	91%	64%*	
Education - years completed			
Sample	11.8	11.8	11.8
Trainer	12.3	12.0	
Trainee	11.5	11.7	
Age - years			
Sample	34.4	33.4	32.1
Trainer	38.3	39.0	
Trainee	32.2	31.7	
Children cared for - number			
Sample	4.3	3.7	3.6
Trainer	5.0	4.7	
Trainee	4.0	3.3	
Satisfaction Instrument Data (1=very dissatisfied, 4=very satisfied)			
Child Care Home			
Sample	3.3	3.6	3.5
Trainer	3.4	3.7	
Trainee	3.3	3.5	
Children in Care			
Sample	3.4	3.7	3.6
Trainer	3.2	3.8	
Trainee	3.5	3.6	
Children's Parents			
Sample	3.4	3.4	3.4
Trainer	3.3	3.3	
Trainee	3.5	3.4	
Child Care Training			
Sample	3.5	3.4	3.3
Trainer	3.6	3.3	
Trainee	3.4	3.5	
Child Care Program			
Sample	3.3	3.3	3.3
Trainer	3.5	3.3	
Trainee	3.2	3.4	

[a] level of significance of difference from posttest sample

[b] level of significance of difference from posttest sample

*0.05 level of significance
**0.01 level of significance

Variables	Final Participants Posttest	Final Participants Pretest	Initial Participants Pretest
Child Care Income			
Sample	2.9	3.1	2.9
Trainer	2.6	2.8	
Trainee	3.1	3.2	
Social & Rehabilitation Services			
Sample	3.2	3.2	3.3
Trainer	2.9	3.4	
Trainee	3.3	3.1	
Health Department			
Sample	3.1	3.1	3.2
Trainer	2.9	2.9	
Trainee	3.2	3.1	
Care Provided			
Sample	3.6	3.7	3.6
Trainer	3.4	3.8	
Trainee	3.7	3.6	
As a Provider			
Sample	3.7	3.7	3.7
Trainer	3.7	3.9	
Trainee	3.7	3.6	
Day Care Self-Assessment Instrument			
Materials (Part 1)	24.0 (89%)	23.0* (85%)	22.6** (84%)
Trainers	25.2	23.4	
Trainees	23.3	22.7	
Activities (Part 2)	53.0 (92%)	50.9* (88%)	51.3** (89%)
Trainers	55.0	52.0*	
Trainees	52.0	50.5	
Total Self Assessment Score	77.0 (91%)	73.8** (87%)	74.0** (87%)
Trainers	80.2	75.4**	
Trainees	75.3	73.2	
Attitude Instrument Data			
Encouraging Verbalization			
Sample	28.3	31.6**	31.5*
Trainers	29.2	31.8**	
Trainees	29.3	31.6**	
Fostering Dependency			
Sample	15.5	14.2	14.3*
Trainers	15.2	12.3*	
Trainees	15.6	15.0	
Seculusion of the Mother			
Sample	13.6	13.5	13.7
Trainers	13.7	14.5	
Trainees	13.5	13.2	
Breaking the Will			
Sample	15.3	17.4**	17.8**
Trainer	15.6	17.4	
Trainee	15.2	17.4**	

Variables	Final Participants Posttest	Final Participants Pretest	Initial Participants Pretest
Fatalism			
Sample	16.4	16.4	16.6
Trainer	17.0	16.5	
Trainee	16.1	16.4	
Restriction of New Experiences			
Sample	15.5	13.1**	13.7**
Trainer	16.2	12.7**	
Trainee	15.2	13.3**	
Martial Conflict			
Sample	13.9	13.2	13.2
Trainer	13.3	12.8	
Trainee	14.3	13.3	
Strictness			
Sample	11.4	11.5	11.9
Trainer	11.1	12.0	
Trainee	11.6	11.4	
Instability			
Sample	13.5	13.2	13.1
Trainer	13.8	13.6	
Trainee	13.4	13.1	
Excluding Outside Influence			
Sample	14.5	14.5	14.6
Trainer	15.1	15.1	
Trainee	14.3	14.2	
Authoritatianism			
Sample	12.7	11.6*	11.5**
Trainer	13.2	11.8	
Trainee	12.5	11.6	
Suppression of Aggression			
Sample	16.4	14.4**	14.5*
Trainer	12.6	11.3	
Trainee	12.3	11.3	
Alienation for Authority Figures			
Sample	16.4	14.4**	14.5*
Trainer	17.2	14.8*	
Trainee	16.0	14.2**	
Equalitarianism			
Sample	9.5	12.1**	12.3**
Trainer	8.4	11.4**	
Trainee	10.0	12.4**	
Approval of Activity			
Sample	10.6	12.0	12.1**
Trainer	10.7	13.4	
Trainee	10.5	11.4	
Avoidance of Communication			
Sample	15.3	15.8	16.0
Trainer	16.0	14.8	
Trainee	14.9	16.2	
Inconsideratness of Husband			
Sample	13.1	14.2	14.8**
Trainer	14.0	14.0	
Trainee	12.6	14.2	

Variables	Final Participants Posttest	Final Participants Pretest	Initial Participants Pretest
Suppression of Sex			
Sample	16.3	15.9	16.4
Trainer	16.5	14.9	
Trainee	16.2	16.2	
Ascendance of the Mother			
Sample	15.0	10.1**	10.2**
Trainer	15.2	9.9**	
Trainee	14.9	10.1**	
Concrete vs. Abstract Thinking			
Sample	14.8	12.1**	12.2**
Trainer	14.8	12.3	
Trainee	14.8	12.0**	
Comradship and Sharing			
Sample	7.6	11.7**	12.0**
Trainer	7.6	12.0**	
Trainee	717	11.6**	
Acceleration of Development			
Sample	12.4	13.7	14.1
Trainer	12.5	14.0	
Trainee	12.4	13.6	
Family Goals			
Sample	15.9	12.1**	12.3**
Trainer	16.8	12.5**	
Trainee	15.5	12.0**	
Judgement of Others			
Sample	15.0	12.1**	12.1**
Trainer	15.8	12.4**	
Trainee	14.6	12.0**	
Intrinsic vs Extrinsic Values			
Sample	10.0	11.0	11.3**
Trainer	9.5	10.3	
Trainee	10.3	11.2	
Total Score			
Sample	356.1	348.8	352.9
Trainer	361.1	348.5	
Trainee	353.5	348.9	

TABLE TWO

Home Observation/Interview Results

Variable	Mean	Range
Sample Size - number = 23		
Age - years	35.0	22-63
Marital Status		
Single	4%	
Married	74%	
Divorced	4%	
Widowed	17%	
Ethnic Identity		
Caucasian	78%	
Black	22%	
Education Completed - years	12.0	8-16
Professional Memberships (yes)	57%	
Adult: Child Ratio (1:__)	5.0	3-9
Prior Child Care Experience (months)	62.0	4-216
Anticipated Future Child Care Plans(months)	77.8	1-240
CHILD CARE INVENTORY		
Provision of Stimulation (percent of masimum score)	18.6 (74%)	10-24
Stimulation of Mature Behavior (percent of maximum score)	10.1 (84%)	3-12
Organization of the Home (percent of maximum score)	10.1 (92%)	5-11
Verbal Responsivity of Provider (percent of maximum score)	9.0 (90%)	6-10
Avoidance of Restriction/Punishment (percent of maximum score)	8.4 (93%)	3-9
Pride, Affection, and Thoughtfulness (percent of maximum score)	7.8 (56%)	1-12
Provider's Involvement with Child (percent of maximum score	3.9 (65%)	1-6

Masculine Stimulation (percent of maximum score)	3.5 (70%)	1-5
Independence (percent of maximum score)	3.7 (74%)	2-5
Total Child Care Score (percent of maximum score)	74.9 (77%)	34.91

Table 3

Home Observation/Interview Results

Training Interview	Mean	Range
1. Provider of Training?		
Project Coordinator	55%	
Trainers	45%	
2. How much knowledge/experience did your trainer have? (1 = none, 4 = strong)	3.9	3-4
3. How well did your trainer know your needs? (1 = no idea, 3 = well informed)	2.9	2-3
4. How well did the information provided meet your need? (1 = no help, 3 = helpful information	2.9	2-3
5. How well was your trainer prepared? (1 = not al all, 4 = excellant)	3.8	3-4
6. How well did your trainer get along with you? (1 = not at all, 4 = very well	4.0	4
7. Effect of training on child care program? (1 = worse, 4 = much better)	3.6	3-4
8. Which part of your training was most helpful?		
Personal participation-discussions	23%	
Films	9%	
Nutrition, meal planning, recipes	18%	
Assertiveness/self-confidence	5%	
Record Keeping	5%	
Guest speakers, lectures	18%	
First Aid	9%	
Parent Involvement	5%	
Discipline	9%	
(only first choice listed)		
9. Important topics not covered in training.	--	(only 4 responded)
10. Topics where more information desired.	--	(only half responded)
11. Other comments	--	(only half responded)

TABLE FOUR

HOME OBSERVATION vs. SELF-REPORT

Home Observation Scales

Self-Report Scales	Provision of Stimulation	Mature Behavior	Organ. of the Home	Verbal Responsivity	Avoid. Restriction Punishment	Pride Affection and Thoughtfulness
Day Care Materials	62**	-23	10	-21	-28	-14
Self-Assess. Activities	47*	15	40	-24	-39	12
Instrument Total Score	58**	00	30	-25	-37	02
Encouraging Verbalization	09	-28	03	-07	19	-05
Fostering Dependency	-17	-14	-02	49*	55**	30
Seculusion of the Mother	26	20	26	19	-06	12
Breaking the Will	36	03	27	-13	-26	01
Fatalism	36	11	29	27	03	27
Resists New Exp.	16	13	08	06	-10	14
Marital Conflict	01	07	01	24	02	05
Strictness	-01	19	-15	-07	-31	-16
Irritability	06	29	27	52*	38	52*
Excludes Outside Influ.	11	28	10	17	02	34
Authoritarianism	25	33	12	-08	-23	35
Suppression from Aggress.	42	07	18	04	-43	02
Alienation of Authority	48*	19	39	-09	-25	20
Equalitarianism	04	-40	-21	-19	02	-58**
Approval of Activity	34	-06	23	-05	-02	15
Avoid Communication	35	36	50*	14	-28	05
Inconsiderateness	24	08	29	14	-13	-02
Suppression of Sex	13	-03	-02	15	03	-13
Ascendance of Mother	-16	27	-27	52*	27	42
Concret vs. Abstract	-23	31	22	12	01	16
Comradship and Sharing	10	-45*	-26	-33	-18	-40
Accelearation of Develop.	23	-06	38	-13	01	02
Family Goals	22	34	34	05	20	45*
Judgement of Others	17	00	34	28	19	23
Intrinsic vs Extrinsic	06	-26	-14	-12	-13	-29
Total	32	16	28	17	-08	19

14 October 1977
Poresky
WECPH72

Caregiver Involve. with the Child	Masculine Stimulation	Independence	Total Score
23	-11	-15	15
39	-01	07	31
36	-05	-02	27
-07	14	-24	-02
16	-19	-10	16
25	-15	35	33
15	14	35	23
44*	-01	31	49*
24	08	32	24
13	18	-07	11
05	-32	-05	-14
48*	-11	07	54*
22	-01	36	36
32	-07	35	37
20	-21	11	19
43	25	42	49*
-49	-01	-17	-42
21	28	-01	30
22	36	36	38
33	25	12	26
09	-40	-25	-02
33	-31	20	29
10	19	35	13
-16	03	-32	-36
00	69**	12	23
45*	05	24	46*
41	18	11	39
-12	-19	-22	-26
37	07	24	40

Poresky
28 February 1977

Name or ID Number_____

Date_____

Day Care Self-Assessment Instrument
Evaluation Instrument

Please read the Informed Consent sheet before completing this Self-Assessment Instrument. All answers are confidential and what you say will NOT be told to anyone other than the evaluation staff at KSU.

Background Information:

1. How many years have you been involved in child care? _____years

2. Are you currently Licensed by the State of Kansas? ___yes ___no

3. Are you currently Certified under Kansas/Federal guidelines? ___yes ___no

4. How many years of formal education have you had? _____years
   (grade school=6; junior high=8; high school=12; college=16)

5. How old are you at this time? _____years

6. With which ethnic group do you most closely identify?
   Caucasian (White)_____ Negro(Black)_____ Oriental_____

7. How many different children other than your own do you usually care for each day?_____

Please complete the Day Care Self-Assessment Instrument on the next pages and the Attitude Instrument which follows it. If you have any questions please write them on this page. Thank you.

Poresky
23 May 1976

SATISFACTION INSTRUMENT

For each of the questions please indicate how satisfied you are with each item.

HOW SATISFIED ARE YOU WITH.....	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
1. YOUR CHILD CARE HOME?	1	2	3	4
2. THE CHILDREN YOU CARE FOR?	1	2	3	4
3. YOUR CHILDREN'S PARENTS?	1	2	3	4
4. YOUR CHILD CARE TRAINING?	1	2	3	4
5. YOUR DAILY SCHEDULE/PROGRAM?	1	2	3	4
6. YOUR CHILD CARE INCOME?	1	2	3	4
7. THE HELP YOU GET FROM SOCIAL AND REHABILITATION SERVICES.	1	2	3	4
8. THE HELP YOU GET FROM THE HEALTH DEPARTMENT.	1	2	3	4
9. THE CARE YOU PROVIDE?	1	2	3	4
10. BEING A CHILD CARE PROVIDER?	1	2	3	4

Poresky
28 February 1977

DAY CARE SELF-ASSESSMENT INSTRUMENT

TO ANSWER THESE ITEMS PLEASE SIT BACK AND MAKE BELIEVE YOU ARE SOMEONE ELSE WHO IS LOOKING AT YOUR CHILD CARE HOME. THE FIRST PART OF THIS INSTRUMENT ASKS HOW MANY THINGS THERE ARE IN YOUR HOME AND THE SECOND PART ASKS HOW OFTEN THINGS HAPPEN. PLEASE TRY TO RESPOND TO THESE ITEMS AS YOU THINK A VISITOR MIGHT ANSWER THEM AFTER HAVING BEEN AROUND FOR A COUPLE OF DAYS.

PART I - *HOW MANY?*

IN THIS PART WE WILL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NONE, THE THINGS ARE NOT PRESENT OR VISIBLE.

2 = FEW, THERE ARE ONLY ONE OR TWO PRESENT.

3 = SOME, THERE ARE ALMOST AS MANY AS NEEDED.

4 = ENOUGH, THERE ARE AS MANY OF THE THINGS AS NEEDED.

5 = TOO MUCH, MORE THAN NEEDED.

ITEM:	*HOW MANY?*				
How many _____ do you have?	1 (none)	2 (few)	3 (some)	4 (enough)	5 (too much)
1. UNPROTECTED ELECTRICAL OUTLETS	1	2	3	4	5
2. CHILD SIZE TABLES AND CHAIRS	1	2	3	4	5
3. PIPES OR REGISTERS WHICH ARE TOO HOT TO TOUCH IN WINTER	1	2	3	4	5
4. STUFFED ANIMALS, TEDDY BEARS	1	2	3	4	5
5. INSECTICIDES WITHIN CHILDREN'S REACH	1	2	3	4	5
6. BOXES, SNAP-TOGETHER BEADS	1	2	3	4	5
7. MIRRORS AT CHILD'S HEIGHT	1	2	3	4	5
8. CRAYONS, PAPER AND ART SUPPLIES	1	2	3	4	5
9. INDIVIDUAL DRINKING CUPS OR PAPER CUPS	1	2	3	4	5
10. REAL OR TOY MUSICAL IMPLEMENTS	1	2	3	4	5

How many_____do you have?	HOW MANY? 1 (none)	2 (few)	3 (some)	4 (enough)	5 (too much)
11. MEDICINES WITHIN CHILDREN'S REACH	1	2	3	4	5
12. FINGER PAINTS, PLAY DOUGH	1	2	3	4	5
13. GUNS WITHIN CHILDREN'S REACH	1	2	3	4	5
14. TINKER TOYS, LINCOLN LONGS, LEGO	1	2	3	4	5
15. BATHROOM SINKS WHICH THE CHILDREN CAN REACH THEMSELVES	1	2	3	4	5
16. BEAN BAGS AND BALLS	1	2	3	4	5
17. CHILDREN'S BOOKS ABOUT MANY THINGS	1	2	3	4	5
18. UNPROTECTED STAIRWAYS	1	2	3	4	5
19. CHILDREN'S AND GROWN-UP MAGAZINES	1	2	3	4	5
20. NAPPING OR RESTING AREAS	1	2	3	4	5
21. JUMP ROPES, OUTDOOR SWINGS, OR BALLS	1	2	3	4	5
22. TOILETS THE CHILDREN CAN USE THEMSELVES	1	2	3	4	5
23. CHILDREN'S DENTAL RECORDS	1	2	3	4	5
24. WINDOWS THE CHILDREN CAN SEE OUT OF	1	2	3	4	5
25. LAUNDRY PRODUCTS WITHIN CHILDREN'S REACH	1	2	3	4	5
26. MEDICAL EMERGENCY FORMS	1	2	3	4	5
27. FIRST AID KITS	1	2	3	4	5

PART II - *HOW OFTEN?*

IN THIS PART WE WILL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NEVER, THIS DOES NOT EVER HAPPEN.

2 = SELDOM, RARELY, MAYBE ONCE A MONTH.

3 = USUALLY, MOST OF THE TIME, AT LEAST ONCE A WEEK.

4 = ALWAYS, ALL OF THE TIME, EVERY DAY OR WHENEVER NEEDED.

ITEM:	*HOW OFTEN?*			
How often do.....	1 (never)	2 (seldom)	3 (usually)	4 (always)
1. CHILDREN GO WITH YOU TO A PARK?	1	2	3	4
2. CHILDREN PLAY OUTSIDE?	1	2	3	4
3. CHILDREN WATCH EDUCATIONAL TV?	1	2	3	4
4. PEOPLE VISIT?	1	2	3	4
5. YOU READ TO THE CHILDREN?	1	2	3	4
6. YOU SPEAK WITH EACH CHILD'S PARENTS?	1	2	3	4
7. YOU ASK THE CHILDREN QUESTIONS?	1	2	3	4
8. YOU SHOUT AT THE CHILDREN?	1	2	3	4
9. YOU PRAISE THE CHILDREN FOR WHAT THEY DO?	1	2	3	4
10. YOU SLAP OR SPANK A CHILD?	1	2	3	4
11. YOU CHECK THE CHILDREN'S HEALTH?	1	2	3	4
12. YOU SING WITH THE CHILDREN?	1	2	3	4
13. YOU LISTEN TO A CHILD'S STORY?	1	2	3	4
14. YOU HELP EACH CHILD LEARN NUMBERS?	1	2	3	4
15. THE CHILDREN HAVE MILK?	1	2	3	4
16. YOU GET MAD AT THE CHILDREN?	1	2	3	4
17. YOU HUG, CUDDLE OR TOUCH A CHILD?	1	2	3	4
18. CHILDREN PLAY WITH FINGER PAINT OR MUD?	1	2	3	4

How often do.....	HOW OFTEN? 1 (never)	2 (seldom)	3 (usually)	4 (always)
19. YOU PLAN THE DAY'S ACTIVITIES?	1	2	3	4
20. MEN SPEND TIME WITH CHILDREN?	1	2	3	4
21. CHILDREN HIT EACH OTHER?	1	2	3	4
22. YOU SET UP EDUCATIONAL ACTIVITIES?	1	2	3	4
23. CHILDREN DRESS THEMSELVES?	1	2	3	4
24. YOU UPDATE THE CHILDREN'S RECORDS?	1	2	3	4
25. PARENTS COME IN WITH THE CHILDREN?	1	2	3	4
26. YOU ANSWER A CHILD'S QUESTION?	1	2	3	4
27. YOU YELL AT A CHILD?	1	2	3	4
28. YOU SPEND AT LEAST 15 MINUTES WITH EACH CHILD?	1	2	3	4
29. YOU TELL A CHILD YOU ARE ANGRY?	1	2	3	4
30. YOU TELL A CHILD YOU ARE HAPPY?	1	2	3	4
31. THE CHILDREN HAVE FRUIT JUICE OR DRINK?	1	2	3	4
32. YOU HELP A CHILD DO SOMETHING HARD?	1	2	3	4
33. YOU HELP CHILDREN WITH THEIR WORK?	1	2	3	4
34. YOU TAKE THE CHILDREN TO THE LIBRARY?	1	2	3	4
35. YOU STOP A CHILD FROM DOING SOMETHING?	1	2	3	4
36. YOU HELP THE CHILDREN FINISH UP?	1	2	3	4
37. THE CHILDREN EAT THE BASIC FOUR FOOD GROUPS?	1	2	3	4
38. YOU TELL A CHILD TO "SHUT UP"?	1	2	3	4
39. YOU DISCIPLINE WITHOUT SPANKING?	1	2	3	4
40. YOU SMOKE WHILE CHILDREN ARE PRESENT?	1	2	3	4
41. YOU ASK THE CHILDREN TO HELP EACH OTHER?	1	2	3	4
42. YOU READ A NEWSPAPER?	1	2	3	4
43. YOU FEEL VERY TIRED AT THE END OF THE DAY?	1	2	3	4
44. YOU TEACH THE CHILDREN COLORS?	1	2	3	4

How often do.....	HOW OFTEN? 1 (never)	2 (seldom)	3 (usually)	4 (always)
44. YOU TEACH EACH CHILD HER NAME AND TELEPHONE NUMBER?	1	2	3	4
45. CHILDREN CLEAN UP BY THEMSELVES?	1	2	3	4
46. YOU SPANK A CHILD FOR SPILLING FOOD?	1	2	3	4
47. YOU PUT UP CHILDREN'S ART WORK?	1	2	3	4
48. YOU FEEL GOOD ABOUT THE CHILDREN?	1	2	3	4
49. YOU LET THE CHILDREN HIT YOU?	1	2	3	4
50. YOU EAT WITH THE CHILDREN?	1	2	3	4
51. YOU PLAY WITH THE CHILDREN?	1	2	3	4
52. THE CHILDREN YELL AT EACH OTHER?	1	2	3	4
53. CHILDREN HAVE ENOUGH TO EAT?	1	2	3	4
54. YOU ASK A CHILD IF SHE IS MAD?	1	2	3	4
55. YOU POST YOUR LICENSE?	1	2	3	4
56. PARENTS SUGGEST ACTIVITIES?	1	2	3	4
57. YOU SERVE DARK GREEN OR YELLOW-ORANGE VEGETABLES?	1	2	3	4

Thank you for answering these questions.

Poresky
2 June 1976

ATTITUDE INSTRUMENT

AS PART OF THE EVALUATION COMPONENT OF THIS TRAINING PROJECT WE WOULD LIKE TO KNOW WHAT YOU AS A DAY CARE PROVIDER REALLY THINK. IT WILL TAKE ABOUT 30 MINUTES TO COMPLETE THIS FORM. FORGET ABOUT WHAT OTHERS MAY THINK, WE WANT YOUR IDEAS. THIS FORM IS MADE UP OF IDEAS OTHER PEOPLE HAVE GIVEN US. YOU ANSWER EACH QUESTION BY CIRCLING ONE OF THE FOUR LETTERS BY EACH STATEMENT. CIRCLE THE LARGE "A" IF YOU STRONGLY AGREE, THE SMALL "a" IF YOU MILDLY AGREE, THE SMALL "d" IF YOU MILDLY DISAGREE, THE LARGE "D" IF YOU STRONGLY DISAGREE. PLEASE WORK AS FAST AS YOU CAN. CIRCLE YOUR FIRST REACTION.

THANK YOU FOR YOUR HELP.

EXAMPLE:

	STRONGLY AGREE	MILDLY AGREE	MILDLY DISAGREE	STRONGLY DISAGREE
CHILDREN SHOULD EAT ALL THE FOOD IN THEIR PLATE.	A	a	d	D

IF YOU STRONGLY AGREED WITH THIS STATEMENT YOU WOULD CIRCLE THE LARGE "A".

THERE ARE NO RIGHT OR WRONG ANSWERS. PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF MANY OF THEM SEEM TO BE ALIKE.

NAME_____

DATE_____

*** ALL EVALUATION MATERIAL IS CONFIDENTIAL ***

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. KIDS SHOULD BE ABLE TO TALK WITH PARENTS IF THEY THINK THEIR OWN IDEAS ARE BETTER.	A	a	d	D
2. A MOTHER SHOULD PROTECT HER KIDS FROM LIFE'S PROBLEMS.	A	a	d	D
3. A HOME IS THE MOST IMPORTANT THING TO A GOOD MOTHER.	A	a	d	D
4. SOME KIDS ARE SO BAD THAT THEY MUST BE TAUGHT TO FEAR ADULTS.	A	a	d	D
5. NO MATTER WHAT WE DO, LIFE SEEMS TO GET THE BEST OF US, AND WE CAN'T CONTROL THAT.	A	a	d	D
6. IN RAISING CHILDREN IT'S BEST TO KEEP THEM CLOSE TO HOME.	A	a	d	D
7. PEOPLE ARE WRONG THAT THINK YOU CAN GET ALONG IN MARRIAGE WITHOUT FIGHTS.	A	a	d	D
8. A CHILD WILL THANK YOU LATER ON FOR STRICT TRAINING.	A	a	d	D
9. KIDS WILL GET ON ANY WOMAN'S NERVES IF SHE IS WITH THEM ALL DAY.	A	a	d	D
10. IT'S BEST IF A CHILD NEVER STARTS WONDERING IF HIS MOTHER'S VIEWS ARE RIGHT.	A	a	d	D
11. BEHAVING AND RESPECT FOR AUTHORITY ARE THE MOST IMPORTANT THINGS LADS SHOULD LEARN.	A	a	d	D
12. A CHILD SHOULD BE TAUGHT TO AVOID FIGHTING NO MATTER WHAT HAPPENS.	A	a	d	D
13. IT IS BEST TO KEEP YOUR KIDS AWAY FROM POLICEMEN.	A	a	d	D
14. PARENTS SHOULD GIVE IN TO THE KIDS SOME RATHER THAN EXPECTING THE KIDS TO ALWAYS OBEY THE PARENTS.	A	a	d	D
15. THERE IS NO EXCUSE FOR A CHILD SITTING AROUND DOING NOTHING BECAUSE THERE ARE SO MANY THINGS HE NEEDS TO LEARN ABOUT LIFE.	A	a	d	D
16. IF YOU LET KIDS TALK ABOUT THEIR TROUBLES THEY END UP COMPLAINING EVEN MORE.	A	a	d	D
17. MOTHERS COULD DO A BETTER JOB WITH THE KIDS IF FATHER WERE KINDER.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
18. THE HUSBAND USES SEX TO TAKE ADVANTAGE OF THE MOTHER.	A	a	d	D
19. THE MOTHER SHOULD GO AHEAD AND MAKE THE RULES FOR THE HOME SO THE KIDS AND HUSBAND AVOID UNNECESSARY TROUBLES.	A	a	d	D
20. NEW IDEAS ARE O.K., BUT PARENTS SHOULD SEE THINGS WORK BEFORE THEY GET EXCITED.	A	a	d	D
21. KIDS WOULD BE BETTER IF PARENTS WOULD SHOW AN INTEREST IN THEIR AFFAIRS.	A	a	d	D
22. MOST KIDS SHOULD BE TOILET TRAINED BY 15 MONTHS OF AGE.	A	a	d	D
23. EVERY FAMILY SHOULD HAVE GOALS IN MIND THAT THEY WANT TO REACH IN 10 YEARS.	A	a	d	D
24. I LIKE PEOPLE FOR THEIR SPECIAL QUALITIES RATHER THAN "WHO" THEY ARE IN THE COMMUNITY.	A	a	d	D
25. PEOPLE USUALLY DO THINGS THAT WILL HELP THEM GET AHEAD RATHER THAN WORRY ABOUT OTHERS.	A	a	d	D
26. WHEN KIDS THINK FAMILY RULES ARE WRONG THEY SHOULD FEEL FREE TO TELL PARENTS ABOUT IT.	A	a	d	D
27. A MOTHER SHOULD DO HER BEST TO AVOID DISAPPOINTMENTS FOR HER CHILD.	A	a	d	D
28. WOMEN WHO WANT LOTS OF THINGS SELDOM MAKE GOOD MOTHERS.	A	a	d	D
29. IT IS OFTEN NECESSARY TO BEAT THE MISCHIEF OUT OF A KID.	A	a	d	D
30. THERE IS NOT MUCH SENSE IN WORKING HARD BECAUSE WE CAN'T GET AHEAD IN LIFE.	A	a	d	D
31. KIDS CAN LEARN MORE FROM THEIR MOTHERS THAN THEY CAN FROM OTHER PEOPLE.	A	a	d	D
32. SOMETIMES IT IS NECESSARY FOR A WIFE TO TELL OFF HER HUSBAND IN ORDER TO GET HER RIGHTS.	A	a	d	D
33. STRICT DISCIPLINE DEVELOPS A FINE STRONG CHARACTER.	A	a	d	D

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
34.	MOTHERS OFTEN FEEL THAT THEY CAN'T STAND THEIR KIDS A MOMENT LONGER.	A	a	d	D
35.	A PARENT SHOULD NEVER BE MADE TO LOOK WRONG TO A CHILD.	A	a	d	D
36.	IF KIDS WOULD TALK LESS AND WORK MORE, THE WHOLE FAMILY WOULD BE BETTER OFF.	A	a	d	D
37.	A CHILD SHOULD BE TAUGHT TO ALWAYS COME TO HIS PARENTS OR TEACHERS RATHER THAN FIGHT WHEN HE IS IN TROUBLE.	A	a	d	D
38.	ALMOST ALL "BIG SHOTS" ARE OUT TO DO YOU HARM.	A	a	d	D
39.	PARENTS MUST EARN THE RESPECT OF THEIR KIDS BY BEING FAIR WITH THEM AT ALL TIMES.	A	a	d	D
40.	KIDS WHO DON'T TRY HARD FOR SUCCESS WILL FEEL THEY HAVE MISSED OUT LATER IN LIFE.	A	a	d	D
41.	PARENTS WHO START A CHILD TALKING ABOUT HIS WORRIES DON'T KNOW THAT SOMETIMES IT'S BETTER TO JUST LEAVE WELL ENOUGH ALONE.	A	a	d	D
42.	HUSBANDS COULD DO THEIR PART AROUND THE HOUSE IF THEY WERE NOT SO SELFISH.	A	a	d	D
43.	THERE IS SOMETHING WRONG WITH A CHILD THAT ASKS QUESTIONS ABOUT SEX.	A	a	d	D
44.	CHILDREN AND HUSBANDS DO BETTER WHEN THE MOTHER IS STRONG ENOUGH TO SETTLE MOST OF THE FAMILY PROBLEMS.	A	a	d	D
45.	PROBLEMS IN THE HOME HAVE EITHER YES OR NO ANSWERS TO THEM.	A	a	d	D
46.	LAUGHING AT CHILDREN'S JOKES AND READING THEM STORIES MAKES THE FAMILY RUN SMOOTHLY.	A	a	d	D
47.	THE SOONER A CHILD LEARNS TO WALK THE BETTER OFF HE WILL BE.	A	a	d	D
48.	IT DOESN'T DO ANY GOOD TO PLAN AHEAD BECAUSE YOU WILL JUST BE DISAPPOINTED.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
49. PARENTS MUST BE CAREFUL NOT TO TRUST MOST SCHOOL TEACHERS BECAUSE THEY ARE TOO EDUCATED.	A	a	d	D
50. PARENTS SHOULD DO THINGS THEY WANT TO DO RATHER THAN WHAT THE COMMUNITY SAYS THEY SHOULD.	A	a	d	D
51. A CHILD HAS A RIGHT TO HIS OWN IDEAS AND SHOULD BE ENCOURAGED TO TELL OTHERS ABOUT THEM.	A	a	d	D
52. A CHILD SHOULD BE PROTECTED FROM HARD WORK.	A	a	d	D
53. A WOMAN HAS TO DECIDE BETWEEN A WELL RUN HOME OR LOTS OF FRIENDS TO VISIT WITH.	A	a	d	D
54. FEW MOTHERS GET ANY THANKS FOR ALL THEY HAVE DONE FOR THEIR KIDS.	A	a	d	D
55. NO WEAKNESS OR PROBLEM CAN HOLD US BACK IF WE HAVE ENOUGH WILL POWER.	A	a	d	D
56. WHAT KIDS DON'T KNOW SURE WON'T HURT THEM.	A	a	d	D
57. NO MATTER HOW MUCH YOU ARE IN LOVE WITH YOUR HUSBAND, THERE ARE DIFFERENCES WHICH LEAD TO FIGHTS.	A	a	d	D
58. KIDS THAT HAVE FIRM RULES TO OBEY GROW UP TO BE THE BEST ADULTS.	A	a	d	D
59. IT'S HARD TO FIND A MOTHER WHO CAN BE NICE TO HER CHILDREN ALL DAY.	A	a	d	D
60. KIDS SHOULD NOT LEARN THINGS OUTSIDE THE HOME THAT MAKES THEM QUESTION THEIR PARENTS IDEAS.	A	a	d	D
61. THERE IS NOTHING WORSE THAN A CHILD THAT DOES NOT FEEL GREAT LOVE AND RESPECT FOR HIS PARENTS.	A	a	d	D
62. THERE IS NO GOOD REASON FOR A CHILD TO HIT ANOTHER CHILD.	A	a	d	D
63. CHILDREN SHOULD NOT ASSOCIATE WITH LEADERS OF THE SCHOOL.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
64. CHILDREN ARE TOO OFTEN MADE TO AGREE WITH THE PARENTS, AND THIS IS NOT FAIR.	A	a	d	D
65. PARENTS SHOULD TEACH THEIR KIDS TO GET AHEAD IN LIFE AND NOT TO WASTE TIME.	A	a	d	D
66. KIDS PESTER YOU WITH LITTLE UPSETS ALL THE TIME IF YOU AREN'T CAREFUL FROM THE FIRST.	A	a	d	D
67. WHEN A MOTHER DOES A POOR JOB WITH THE CHILDREN IT IS USUALLY BECAUSE THE FATHER WON'T HELP OUT.	A	a	d	D
68. SEX IS REALLY ONLY ENJOYABLE FOR THE HUSBAND.	A	a	d	D
69. A MOTHER HAS TO DO THE PLANNING BECAUSE SHE IS THE ONE WHO KNOWS WHAT IS GOING ON IN THE HOME.	A	a	d	D
70. PARENTS CAN BE DIVIDED INTO TWO GROUPS THE GOOD AND THE BAD.	A	a	d	D
71. PARENTS WHO ARE INTERESTED IN HEARING ABOUT THEIR KIDS PARTIES, FRIENDS, AND FUN HELP THEM GROW UP RIGHT.	A	a	d	D
72. THE SOONER A CHILD CAN BREAK FROM PARENTAL CONTROL THE BETTER OFF HE WILL BE TO HANDLE HIS OWN PROBLEMS.	A	a	d	D
73. PEOPLE THAT HAVE BIG PLANS FOR THE FUTURE ARE JUST FOOOLING THEMSELVES.	A	a	d	D
74. BEING A "GOOD" PERSON AND A FRIEND ON THE JOB MEAN MORE THAN "SKILL" IN THE JOB	A	a	d	D
75. WORK IS REALLY KIND OF FUN AND THE MONEY EARNED IS NOT REALLY AS IMPORTANT AS PEOPLE LET ON.	A	a	d	D
76. A CHILD'S IDEAS CAN BE USED WHEN MAKING FAMILY DECISIONS.	A	a	d	D
77. PARENTS SHOULD NOT ALLOW THEIR KIDS TO EXPERIENCE DIFFICULT SITUATIONS.	A	a	d	D
78. TOO MANY WOMEN FORGET THAT A MOTHER'S PLACE IS IN THE HOME.	A	a	d	D
79. KIDS SHOULD BE NICER TO THEIR MOTHERS SINCE THEIR MOTHERS SUFFER SO MUCH FOR THEM.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
80. MOST PEOPLE DON'T REALIZE THAT HOW MUCH OUR LIVES ARE CONTROLLED BY SECRET PLOTS AND CROOKED DEALS.	A	a	d	D
81. PARENTS THAT LIKE TO HAVE THEIR KIDS LEARN NEW THINGS ARE ONLY ASKING FOR TROUBLE.	A	a	d	D
82. THERE ARE SOME THINGS THAT CAN'T BE SETTLED WITHOUT A FIGHT WITH YOUR HUSBAND.	A	a	d	D
83. MOST KIDS NEED MORE DISCIPLINE AND PUNISHMENT.	A	a	d	D
84. RAISING CHILDREN IS A HARD JOB.	A	a	d	D
85. THE CHILD SHOULD NOT QUESTION THE THINKING OF HIS PARENTS.	A	a	d	D
86. THE HUSBAND SHOULD BE THE LEADER AND THE AUTHORITY OF THE FAMILY.	A	a	d	D
87. CHILDREN SHOULD NOT BOX OR FIGHT WITH EACH OTHER BECAUSE IT MAKES THEM MEAN.	A	a	d	D
88. MOST OF OUR PROBLEMS COULD BE SOLVED IF WE COULD STAY AWAY FROM LEADERS AND BOSSES.	A	a	d	D
89. AS OFTEN AS IS POSSIBLE, THE PARENT SHOULD TREAT THE CHILD AS AN EQUAL.	A	a	d	D
90. A CHILD WHO IS BUSY ALL THE TIME WILL MOST LIKELY BE HAPPIER THAN A CHILD WHO SITS AROUND.	A	a	d	D
91. IF A CHILD SEEMS UPSET IT'S BEST TO LEAVE HIM ALONE AND NOT TALK ABOUT IT.	A	a	d	D
92. IF MOTHERS COULD GET THEIR WISHES THEY WOULD ASK THAT THEIR HUSBANDS BE MORE UNDERSTANDING.	A	a	d	D
93. BOYS AND GIRLS SHOULDN'T SEE EACH OTHER UNDRESSED.	A	a	d	D
94. THE WHOLE FAMILY DOES FINE WHEN THE MOTHER RUNS THINGS.	A	a	d	D
95. REASONS FOR KIDS BEHAVIOR AREN'T VERY IMPORTANT TO THE GOOD PARENT.	A	a	d	D
96. WHEN PARENTS HAVE FUN WITH THEIR KIDS, THE KIDS ARE MORE LIKELY TO LISTEN TO THEM.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
97. A MOTHER SHOULD MAKE AN EFFORT TO TEACH HER CHILD TO TAKE CARE OF HIMSELF VERY EARLY IN HIS LIFE.	A	a	d	D
98. IT'S BEST TO THINK AHEAD ONLY AS FAR AS TOMORROW.	A	a	d	D
99. GOOD FRIENDS ARE FEW AND FAR BETWEEN.	A	a	d	D
100. I DO THINGS BECAUSE I WANT TO NOT BECAUSE SOMEONE TELLS ME TO.	A	a	d	D
101. WHEN A CHILD IS IN TROUBLE HE SHOULD BE ABLE TO TALK ABOUT IT WITH HIS FOLKS.	A	a	d	D
102. A CHILD SHOULD NOT BE MADE TO WORK IF HE DOESN'T WANT TO.	A	a	d	D
103. A GOOD MOTHER WILL HAVE ENOUGH FUN WITHIN THE FAMILY.	A	a	d	D
104. PARENTS THAT WANT THEIR CHILDREN TO GROW UP AND AMOUNT TO SOMETHING MUST KEEP AFTER THEM.	A	a	d	D
105. MORE PEOPLE GET AHEAD BECAUSE OF FATE OR CHANCE RATHER THAN BY WORKING HARD.	A	a	d	D
106. KIDS THAT GO OUT AND LEARN NEW THINGS ONLY COME HOME AND ASK STUPID QUESTIONS.	A	a	d	D
107. IN MANY CASES, DIVORCE OR SEPARATION IS THE ANSWER TO HUSBAND-WIFE PROBLEMS.	A	a	d	D
108. KIDS ARE REALLY HAPPIER UNDER STRICT TRAINING.	A	a	d	D
109. IT'S NATURAL FOR A MOTHER TO "BLOW HER TOP" WHEN KIDS ARE SELFISH AND DEMANDING.	A	a	d	D
110. THERE IS NOTHING WORSE THAN LETTING A CHILD HEAR CRITICISMS OF HIS MOTHER.	A	a	d	D
111. NOBODY REALLY EVER LEARNED ANYTHING IMPORTANT WITHOUT SUFFERING.	A	a	d	D
112. MOST PARENTS LIKE A QUIET CHILD MORE THAN A CHILD THAT IS "SCRAPPY."	A	a	d	D
113. NOWADAYS MORE AND MORE LEADERS ARE STICKING THEIR NOSE INTO MATTERS THAT AREN'T ANY OF THEIR BUSINESS.	A	a	d	D

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
114.	PARENTS AND CHIDREN SHOULD GIVE INTO EACH OTHER AS MUCH AS THEY CAN.	A	a	d	D
115.	THE SOONER A CHILD LEARNS THAT A WASTED MINUTE IS LOST FOREVER THE BETTER OFF HE WILL BE.	A	a	d	D
116.	KIDS USUALLY TRY TO KEEP YOU LISTENING TO THEIR TROUBLES BY MAKING UP STORIES.	A	a	d	D
117.	FEW HUSBANDS THINK THAT A MOTHER NEEDS SOME FUN ONCE IN AWHILE.	A	a	d	D
118.	A YOUNG CHILD SHOULD BE PROTECTED FROM HEARING ABOUT SEX.	A	a	d	D
119.	A MARRIED WOMAN KNOWS THAT SHE WILL HAVE TO TAKE THE LEAD IN FAMILY MATTERS.	A	a	d	D
120.	EVERYONE SHOULD HAVE COMPLETE FAITH IN SOME SUPERNATURAL POWER WHOSE DECISIONS HE OBEYS WITHOUT QUESTIONS.	A	a	d	D
121.	WHEN THE FAMILY DOES THINGS TOGETHER, KIDS FEEL CLOSE TO YOU AND CAN TALK TO YOU EASIER.	A	a	d	D
122.	A CHILD SHOULD BE TAKEN AWAY FROM THE BOTTLE OR BREAST AS SOON AS POSSIBLE.	A	a	d	D
123.	THE MAIN GOAL OF A PARENT IS TO SEE THAT THE KIDS STAY OUT OF TROUBLE.	A	a	d	D
124.	PEOPLE WHO DON'T SUCCEED IN LIFE GET JUST WHAT THEY DESERVE.	A	a	d	D
125.	WORK IS A WAY OF LIFE AND IT SHOULD HAVE REWARDS OTHER THAN MONEY.	A	a	d	D

Robert Poresky, Ph.D.
March 28, 1975

ALTERNATIVE CHILD CARE STUDY

Family and Child Development
College of Home Economics
Kansas State University

ID Number_____
Interviewer_____
Date_____
Length of visit_____

Check one:

Child Care Home_____ Child Care Center_____ Nursery School_____
Comments: (specify length of session)_____
(specify hours open per day)_____

Language:_____
If a second language is spoken, specify_____

Primary Caregiver
or Director: Ethnic_____Age_____
Marital Status: Single__Married__Separated__Divorced__
Widowed__Other__
Education Completed_____ Child Care Training_____
Employment_____

Dwelling: House_____Apartment_____ Owner_____Renter_____
Total number of square footage in center:_____

Membership in professional organization:
Manhattan Preschool Nursery and Child Care Association_____
Kansas Association for the Education of Young Children_____
Kansas Day Care and Child Development Council_____
Other (specify)_____
Other (specify)_____

Does program provide each of these activities for children each day:
Active play outdoors yes____ no____
Quiet play indoors or outdoors yes____ no____
Rest yes____ no____
Toileting and washing yes____ no____
Nourishment of some kind yes____ no____

How many fire drills does center have per month:_____
How many staff meetings does center have per year:_____
How often does center have parent conferences: Daily_____Weekly_____Monthly_____
as needed_____Other (specify)_____
How many parents are used as volunteer staff_____and average number of hours worked per week_____
How are parents involved in the decision making role within the program:_____
_____
How many newsletters does center send out per month(any written anouncement sent to all parents):_____

Cost of program for child per hour:_____

Parents are billed per hour____1/2 day____day____weekly____monthly____annually_____

Source of support: (get percentage if possible)

Fees: yes____no____
Revenue sharing: yes____no____
SRS purchase of care: yes____no____
Donations: outside yes____no____
by operator yes____no____
Volunteer staff: yes____no____
Local government: yes____no____
Federal grant: yes____no____

Other: _____
Other: _____

Cost estimate includes:

Rent yes____no____
Depreciation yes____no____
Utilities yes____no____
Insurance yes____no____
Food yes____no____
Staff slaries yes____no____
Director saleries yes____no____

Other: _____
Other: _____

Does the cost to run the program equal the amount that is charged to parents of participating children? Yes____No____

Comments: _____

Age range of children within the program (specify how many of each age group):

0 - 1_____
1 - 2_____
2 - 3_____
3 - 4_____
4 - 5_____
5 - 10_____
10 - 15_____ Total number of children_____

Maximum number of children your program serves per week_____

Maximum number of children in program at one time_____

Minimum number of caregivers in program at one time_____

Typical adult/child ratio_____

How many years have you been a day care operator_____

How long do you plan to operate in the future (specify in years)_____

GROUP AND FAMILY CHILD CARE INVENTORY[1]

I. Provision of Stimulation Through Equipment, Toys and Experiences	Yes	No
1 - 17 The following are present in the center and either belong to the children or they are allowed to play with them.		
*1. One or more large muscle activity toys,		
*2. Push or pull toys.		
*3. Sensory equipment appropriate to child's age -- mobile, talbe and chairs or play pen.		
*4. Social learning equipment appropriate to age -- cuddly toy or role-playing toy.		
*5. Eye-hand coordination toys -- items to go in and out of receptacle, fit together toys or beads.		
*6. Eye-hand coordination toys that permit combinations -- stacking or nesting toys, blocks or building toys.		
*7. Toys to learn colors, sizes, shapes -- pressouts, peg boards, colored blocks, etc.		
*8. Toy or game facilitating learning letters (e.g., blocks with letters, toy typewriter, letter sticks, books about letters).		
*9. Three or more puzzles.		
*10. Two toys necessitating some finger and whole hand movement (crayons and coloring books, paper dolls, etc.)		
*11. Record player and at least five children's records.		
*12. Real or toy musical instrument (piano, drum, toy xylophone or guitar, etc.)		
*13. Toy or game permitting expression (finger paints, play dough, crayons or paint and paper, etc.)		
*14. Toys or game necessitating fine motor movements (paint by number, dot book, paper dolls, crayons and coloring books.)		
*15. Toys to learn animals -- books about animals, circus games, animal puzzles, etc.		
*16. Toy or game facilitating learning numbers (e.g., blocks with numbers, books about numbers, games with numbers, etc.)		

[1] Based upon HOME Inventory by Dr. Bettye Caldwell.

* Denotes Observational Items.

	Yes	No
*17. Building toys (blocks, tinker toys, Lincoln blocks, Lego, etc.)		
*18. At least ten children's books present and visible in the center.		
19. Center buys a newspaper daily and reads it.		
20. Center subscribes to at least one magazine.		
21. Center has taken the children on an outing (picnic, walk) at least every other week.		
22. Children get out of the center at least four times a week.		
23. Center visits or receives visits from other people at least once a month.		
24. Children have been taken by the caregiver to a scientific, historical, or art museum within the past year.		
25. Center has a pet.		
SUBSCORE		
II. Stimulation of Mature Behavior	X	X
26 - 33 Child is encouraged to learn the following:		
26. Colors: uses names		
27. Shapes: uses names		
28. Patterned speech (nursery rhymes, prayers, songs, TV commercials, etc.)		
29. The alphabet		
30. To tell time		
31. Spatial relationships (up, down, under, big, little, etc.)		
32. Numbers		
33. To read a few words		
34. Tries to get child to pick up and put away toys after play session -- without adult help.		
35. Children are taught rules of social behavior which involve recognition of rights of others.		
36. Caregiver teaches the children some simple manners -- to say "Please", "Thank you", "I'm sorry".		

	Yes	No
37. Some delay of food gratification is demanded of the children, e.g., not to whine or demand food unless within 1/2 hour of meal times.		
SUBSCORE		
III. Organization of Physical and Temporal Environment	X	X
*38. Building has no potential dangerous structural or health defect (e.g., plaster coming down from ceiling, stairway with boards missing, rodents, etc.)		
*39. Children's outside play environment appears safe and free of hazards. (No outside play area requires an automatic no.)		
40. There is at least 100 sq. ft. of free space per child in the outside play area.		
*41. The interior of the center is not dark or perceptually monotonous.		
*42. The center is not overly noisy - televisions, shouts of children, radio, etc.		
*43. Neighborhood has trees, grass, birds -- is esthetically pleasing.		
44. There is at least 35 sq. ft. of living space per child in the center.		
*45. In terms of available floor space, the rooms are not overcrowded with furniture.		
*46. All visible rooms of the center are reasonably clean and minimally cluttered.		
47. When caregiver is away, care is provided by one of three regular substitutes.		
49. Center requires children to have annual health check-ups.		
SUBSCORE		
IV. Verbal Responsivity of Caregiver	X	X
*49. Caregiver spontaneously vocalizes to children at least twice during visit (exclude scolding).		
*50. Caregiver responds to children's vocalizations with a vocal or verbal response.		
*51. Caregiver tells a child the name of some object during visit or says name of person or object in a "teaching" style.		

	Yes	No
*52. Caregiver initiates verbal interchanges with observer -- asks questions, makes spontaneous comments.		
*53. Caregiver expresses ideas freely and easily and uses statements of appropriate length for conversation (e.g., gives more than brief answers).		
*54. Caregiver answers the children's questions or requests verbally.		
*55. Caregiver uses complex sentence structure and some long words in conversing.		
*56. Caregiver uses correct grammar and pronunciation.		
*57. Caregiver's speech is distinct, clear and audible to interviewer.		
58. Center has TV, and it is used judiciously, not left on continuously. (No TV requires an automatic "No" -- any scheduling scores "Yes".)		
SUBSCORE		
V. Avoidance of Restriction and Punishment	X	X
*59. Caregiver does not shout at children during visit.		
*60. Caregiver does not scold or derogate children more than once during visit.		
*61. Caregiver does not use physical restraint, shake, grab, or pinch children during visit.		
*62. Caregiver neither slaps not spanks the children during visit.		
*63. Caregiver does not express over-annoyance with or hostility toward children -- complain, say children are bad or won't mind.		
*64. Children are not punished or ridiculed for speech.		
65. No more than one instance of physical punishment occurred during the past week.		
66. Children do not get slapped or spanked for spilling food or drink.		
*67. Caregiver does not interfere with children's actions or restrict the children's movements more than three times.		
SUBSCORE		
VI. Pride, Affection and Thoughtfulness	X	X
68. Someone reads stories to the children or shows and comments on pictures in magazines five times weekly.		

	Yes	No
69. Caregiver encourages children to relate experiences or takes time to listen to them relate experiences.		
70. Caregiver holds each child close, ten to fifteen minutes per day, e.g., during TV, story time, visiting.		
71. Caregiver occasionally sings to children, or sings in presence of the children.		
*72. The children have a special place in which to keep their toys and "treasures".		
*73. The children's art work is displayed some place in the center (anything that the children make).		
*74. Caregiver introduces interviewer to children.		
*75. Caregiver provides toys or interesting activities or in other ways structures situation for the children during the visit when her attention will be elsewhere. (To score "yes", the caregiver must make an active guiding gesture or suggestion to structure the children's play.)		
*76. Caregiver spontaneously praises the children's qualities or behavior twice.		
*77. When speaking of or to the children, caregiver's voice conveys positive feeling.		
*78. Caregiver caresses, kisses or cuddles one child at least once.		
*79. Caregiver sets up situation that allows children to show off.		
*80. Caregiver shows some positive emotional responses to praise of a child offered by visitor.		
81. Caregiver permits child occasionally to engage in "messy" types of play.		
SUBSCORE		
VII. Caregiver's Involvement with Child	X	X
*82. Caregiver tends to keep children within visual range and to look at them often.		
*83. Caregiver "talks" to children while doing her work.		
84. Caregiver consciously encourages developmental advance.		
85. Caregiver invests "maturing" toys with value via her attention.		
86. Caregiver structures the children's play periods.		

	Yes	No
87. Caregiver provides toys that challenge the children to develop new skills.		
SUBSCORE_____		
VIII. Masculine Stimulation	X	X
88. Children see and spend some time with male caregiver four days a week.		
89. Children eat at least one meal per day, on most days, with male and female caregivers. (Center without male caregiver get an automatic "no".)		
90 - 92 The following are present in center and either belong to the children or they are allowed to play with them.		
*90. Ride toy (stroller or walker, kiddie car, tricycle, scooter, wagon, bike with or without training wheels).		
*91. Medium wheel toys -- trucks, trains, doll carraige, etc.		
*92. Large muscle toy (jump rope, swing, ball, climbing object, etc.)		
SUBSCORE_____		
IX. Independence From Parental Control	X	X
93. Children are encouraged to try to dress themselves.		
94. Children are permitted some choice in lunch or snack menu.		
95. Children are permitted to enter the center without having the parent accompany them.		
96. Children can express negative feelings without harsh reprisal.		
97. Children are permitted to hit caregiver without harsh reprisal.		
SUBSCORE_____		
TOTAL SCORE_____		

Hoover
July 18, 1977

Name or ID_____

Training Interview
(Verbally Administered)

We would like to know how your training within this training project has been going. We understand some trainers to be better than others and that each has strong and weak areas of ability. To help us improve and evaluate the training please help us with answers to these questions.

1. Who provided the training you received?_____
(Trainer)
If more than one trainer then use one form for each trainer.

2. In your opinion how much experience or knowledge of family child care did _____ have?
(trainer)
(1) none (2) little (3) some (4) strong

3. How well did _____ know what your needs were?
(trainer)
(1) had no idea (2) was somewhat informed (3) was well informed

4. How well did the information that you received meet your need?
(1) no help at all (2) somewhat helpful (3) provided helpful information

5. How well did _____ appear to have prepared for meeting with you?
(trainer)
(1) not at all (2) poorly (3) fair (4) excellent

6. How did _____ get along with you?
(trainer)
(1) not at all (2) poorly (3) okay (4) very well

7. Based upon the help you received, do you think your child care program will be....
(1) worse (2) no better than before (3) somewhat better (4) much better

8. What part of your training was most helpful to you?
(May want to tell specific activities)

9. What are some topics that your training did not cover that you think are important?

10. Are there any topics that you would like to have more information on? If so, what?

11. Other comments: